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ABSTRACT

This module addresses the issue of ensuring equal access to recruitment, enrollment, and placement of handicapped and disadvantaged students in vocational programs. Specific guidelines are offered as well as suggested resources. The guide includes a list of definitions and uses a question-and-answer format to provide information on equal access, recruiting procedures, placement, and instructional materials. A sample newspaper/newsletter vocational program announcement and a list of resources and contacts are included. (KC)

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TITLE: ASSURING EQUAL ACCESS IN RECRUITMENT, ENROLLMENT AND PLACEMENT OF HANDICAPPED AND DISADVANTAGED STUDENTS IN VOCATIONAL PROGRAMS

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ASSURING EQUAL ACCESS IN RECRUITMENT, ENROLLMENT AND PLACEMENT OF HANDICAPPED AND DISADVANTAGED STUDENTS IN VOCATIONAL PROGRAMS

Overview

Title II of the Carl Perkins Vocational Education Act (P.L. 98-524) addresses the need to provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of the following groups:

- o handicapped individuals
- o disadvantaged individuals
- o adults who are in need of training and retraining
- o individuals who are single parents or homemakers
- o individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education
- o criminal offenders

The funds for the handicapped and disadvantaged are to be used for supplemental staff, equipment, and materials not provided to other vocational education students that are essential for handicapped and disadvantaged students to participate in vocational education. The law makes a definite effort to encourage schools to place these students in regular programs where possible.

This module will address Title II, section 204 of the Carl Perkins Act which requires State boards of education to provide assurances that:

- o equal access will be provided in recruitment, enrollment and placement activities, as well as in the full range of vocational programs;

- o handicapped students will be placed in the least restrictive environment and will have their programs, as appropriate, be included as a component of the individualized education plan required by the Education of All Handicapped Children Act;

- o information will be provided to students and parents of handicapped and disadvantaged children, one year before enrollment in vocational education programs but not later than ninth grade, about the requirements for eligibility for enrollment into vocational education programs.

Section 204 further states that each handicapped and disadvantaged student who enrolls in a vocational program shall receive the following services:

- o an assessment of interests, abilities and special needs needed for successful completion;

- o special services to meet the needs determined by the assessment program;

- guidance, counseling and career development to provide the special services and to facilitate the school to work transition.

SOURCE: Explanation and analysis of the Carl D. Perkins Vocational Education Act. (1985). Washington, DC: National Alliance of Business. (ERIC Document Reproduction Service No. ED 255 691)

Definitions/Terminology

Academically Disadvantaged	An individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies.
Appropriate Program Placement	Placement based on analyzing the individual student's needs.
Assessment	The process of determining the strengths, weaknesses, interests, learning styles and special needs of students.
Disadvantaged	Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.
Equal Access	To assure that individuals who are inadequately served under vocational education programs are guaranteed the opportunity to participate in quality vocational education programs dependent upon their interests, skills and special needs.
Handicapped	Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicap-

	ping condition, cannot succeed in the regular vocational education programs without special education assistance.
Individualized Education Program (IEP)	A written program of instruction for each handicapped student receiving special education services.
Least Restrictive Environment	An educational placement that is determined individually for each exceptional student, the placement being as close as possible to the regular class setting. This concept recognizes that handicapped students have a wide range of educational needs for which a variety of placements are required.
Mainstreaming	The inclusion of special needs learners in regular education classes with as much extra support from professional specialists as each learner requires.
Vocational Education	Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureat or advanced degree and vocational student organization activities as an integral part of the program.
Vocational Objectives	Objectives that pertain to the learning steps the student will acquire within the vocational class setting or specific job training.
Vocational Resource Educator (VRE)	The VRE is a model developed in Missouri to facilitate the mainstreaming requirements of serving handicapped students in vocational education programs. As the title indicates, the VRE is a resource person to the vocational educator as well as other school personnel, especially special education instructors. The VRE's major responsibilities include assisting in appropriate program placement of students into regular vocational programs, providing resources and assistance to the vocational instructor, assisting in

the placement of students in the world of work, providing inservice and general support counseling to students and parents.

Frequently Asked Questions

Q. WHAT DOES "EQUAL ACCESS" TO VOCATIONAL PROGRAMS MEAN?

A. Equal access means that handicapped and disadvantaged students are guaranteed the opportunity to participate in quality vocational education programs. The concept of "equal access" is closely tied to the concept of "least restrictive environment." The least restrictive environment assures that special needs learners are placed in regular classes with nonhandicapped peers as often as possible. This concept recognizes that handicapped and disadvantaged individuals have a wide range of educational needs for which a variety of support services and aids may be necessary to help them achieve success in the regular educational program. Equal access requires that handicapped and disadvantaged students receive the full range of programs, services and activities which are available to nonhandicapped and nondisadvantaged students.

Q. WHAT CAN BE DONE TO ASSURE EQUAL ACCESS TO HANDICAPPED AND DISADVANTAGED INDIVIDUALS IN RECRUITMENT TO VOCATIONAL EDUCATION PROGRAMS?

A. Some suggestions for proper dissemination of information regarding recruitment to vocational education programs are listed below:

1. Parent Notification

The Carl Perkins Act requires school districts to provide information to handicapped and disadvantaged students and their parents concerning vocational education opportunities available in the state. This notification should be done no later than the beginning of the ninth grade. The process of notification to students and parents should include:

- a brief summary of program offerings, admissions criteria, and the name, office address and telephone number of the person(s) designated to coordinate vocational education programs (see example in appendix)
- a description of why it is important to establish meaningful postschool goals now
- a functional definition of vocational education and its component parts
- a description of the vocational assessment process that will be provided for special needs students before they enroll in vocational courses
- what parents can do to facilitate the career development process

- a listing of the basic skills/knowledges/competencies that are important for occupational success
- typical jobs a student might expect to obtain by completing all or a portion of each vocational education program
- the kind of special help students can expect to receive from support service personnel; this will encourage those students who may feel they do not have the skills to successfully complete certain courses
- the portion of a student's time typically spent in vocational education coursework
- the various methods vocational educators employ to assist in the transition from school to work such as: co-operative work experience, simulative work experience, and supervised occupational experience.

2. Additional Methods

- disseminate the notification of vocational education opportunities in such a manner that those parents and/or students who are visually impaired or deaf will have access to the information
- translate and disseminate the notification of vocational education opportunities to those parents and students who have limited English language skills
- critically review recruitment materials such as brochures and class descriptions for evidence of discriminating language that would make handicapped or disadvantaged students feel equal access was not possible
- critically review recruitment materials such as brochures and class descriptions for evidence of sex bias that would deter either sex from seeking entry; particularly those courses traditionally taken almost exclusively by one sex or the other
- tour the vocational education facilities to make sure handicapped students would have physical accessibility
- employ a variety of media such as local newspaper, school newsletters, bulletins, brochures and radio to make opportunities in vocational education known.

SOURCES: Overview and proposal development guidelines, Carl D. Perkins Vocational Education Act, P.L. 98-524. (1985). (Bulletin No. 5305). Madison, WI: Wisconsin State Department of Public Instruction. (ERIC Document Reproduction Service No. ED 254 739)

Vocational planner's guide for the Carl D. Perkins Vocational Education Act of 1984. (1986). Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education.

Q. WHAT CAN BE DONE TO ASSURE EQUAL ACCESS TO HANDICAPPED AND DISADVANTAGED INDIVIDUALS IN ENROLLMENT AND PLACEMENT IN VOCATIONAL EDUCATION PROGRAMS?

A. In addition to the above mentioned services, the following practices would facilitate equal access:

- provide all students with information on selection and admissions procedures, programs and activities
- analyze data regarding disadvantaged and handicapped students enrolled in vocational education programs and devise remediation plans to facilitate the enrollment of disadvantaged and handicapped students in vocational programs where they have been underrepresented, overrepresented, and not enrolled
- review written information and applications regarding vocational education programs and include statements of nondiscrimination on the basis of race, color, national origin, sex and handicap
- identify staff members who will prepare vocational education components of an IEP when an assessment of a student's interests, abilities, learning style and special needs show the need for modifications and/or adaptations
- identify vocational education staff members who will serve as a member of or as a resource to the multi-disciplinary team when vocational education planning for a handicapped student takes place
- analyze and provide for specific vocational related adaptations in curriculum, equipment and facilities that may be needed by a handicapped or disadvantaged student enrolled in a vocational education program
- write special vocational goals and objectives when necessary
- modify and revise instructional methods based on each student's learning style
- adapt or secure any specialized equipment needed by a handicapped or disadvantaged student in vocational education
- develop good rapport and communication channels between vocational and special education instructors
- develop and maintain forms that indicate each student's progress
- continually educate the handicapped and disadvantaged students about the services that are available to them when taking vocational education courses so they will feel that options are open to them and to minimize discouragement
- provide for the teaching of special vocational skills remediation that is directly related to the vocational program and necessary in order for the special needs students to successfully complete vocational education training

- teach for proficiency in generalizable math skills, communication skills, interpersonal skills, and reasoning skills that will facilitate success in vocational classes and later in employment
- identify and teach entry level skills that are necessary for entering and completing a vocational class
- identify and teach social skills that will help special needs learners develop behaviors appropriate for a vocational class and/or employment setting
- teach independent living skills that permit the student to be a responsible citizen, household member, student, and worker
- provide continued inservice training program for vocational teachers and counselors related to understanding and providing vocational education programs and services for special needs students.

SOURCES: Implementing the Carl D. Perkins Act. (March, 1986). The Mainstream, 3, 3. Center for Vocational Personnel Preparation: Indiana University.

Overview and proposal development guidelines, Carl D. Perkins Vocational Education Act, P.L. 98-524. (1985). (Bulletin No. 5305). Madison, WI: Wisconsin State Department of Public Instruction. (ERIC Document Reproduction Service No. ED 254 739)

Vocational planner's guide for the Carl D. Perkins Vocational Education Act of 1984. (1986). Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education.

Q. WHAT ARE SOME ADDITIONAL STAFF THAT ARE FUNDED UNDER THE CARL PERKINS ACT TO HELP IMPLEMENT THE ABOVE MENTIONED SERVICES AND HOW CAN THEY ASSIST VOCATIONAL EDUCATORS AND HANDICAPPED AND DISADVANTAGED STUDENTS?

A. Some additional staff funded under the Carl Perkins Act are listed below:

Vocational Counselors and Vocational Evaluators can appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training. The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention, and; outreach, placement and follow-up. Only the cost of additional services and activities which are required for handicapped students and cannot be provided by the existing counseling staff may be considered.

Vocational Resource Educator (VRE) is a nonteaching (ancillary) position. The role and responsibilities are: to assist handicapped students in appropriate vocational education placement, providing appropriate vocational opportunities with reasonable vocational objectives; to provide such resource assistance to vocational instructors as obtaining resource materials, advising and assisting in equipment and curriculum modifications, and acting as a liaison with other school and agency personnel; and to assist in the placement of students into gainful employment after training. The VRE may participate in IEP development; facilitate placement in appropriate vocational classes; assist in integrating students into the mainstream; advise and assist with curriculum modification needs; work with sending schools to coordinate instructional goals; and serve as community/agency/parental liaison.

Basic Skills Instructors can provide instruction in mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. This basic skills instruction must, for each student, address the specific deficiencies which have been identified through the assessment process, be coordinated with the vocational teacher, and be provided on an individual basis concurrently with the student's enrollment in a vocational program.

Supplemental Professional Staff may be used to assist vocational instructors in the provision of instruction related to the occupation or occupations for which the students are in training or additional instruction as is necessary for students to benefit from such training. There are handicapped students who will require additional time for training in vocational education programs in order to gain sufficient competencies for entry level employment. In situations where it can be documented through proper assessment that a student can benefit from additional training, early entry into vocational education programs may be permitted. This would not occur before the student enters the ninth grade or has attained the age of fifteen years.

Vocational Teacher Aides may be used to provide assistance to vocational education teachers. The aide may assist the teacher in the instructional process to reinforce instruction provided by the teacher, monitor students at work stations in a laboratory, and provide assistance in competency testing, etc.

Interpreters for the Deaf may be used to assist deaf students in successful completion of a vocational education program.

Readers and Notetakers may be used to assist handicapped students in successful completion of a vocational education program.

These are the major categories of funded additional staff. For a detailed description and complete list the reader should see the Vocational Planner's Guide for the Carl D. Perkins Vocational Education Act of 1984.

SOURCE: Vocational planner's guide for the Carl D. Perkins Vocational Education Act of 1984. (1986). Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education.

Q. ARE THERE INSTRUCTIONAL MATERIALS AVAILABLE FROM MISSOURI LINC THAT WOULD HELP INSURE EQUAL ACCESS?

A. Yes. Missouri LINC is in the process of revising the Entry Level Skills material. The new materials will be called "ACCESS SKILLS." The term "entry level skills" actually means skills needed for entry into employment. The dual usage of this term has caused confusion among educators. The term was changed to "ACCESS SKILLS" because the Carl Perkins Act requires equal access in recruitment, enrollment and placement. Identification and teaching of ACCESS SKILLS has the potential of assuring true equal access for all students seeking vocational program placement.

The revision of the Entry Level Skills material will be in the form of several new manuals:

- ACCESS SKILLS: Employability/Study Skills Assessment and Curriculum Guide - This manual, available in the Fall of 1987, includes informal assessment instruments to assess thirty-five employability and study skills with instructional activities included to teach each skill to junior/senior high and post-secondary students.

- ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students - ACCESS SKILLS have been identified for vocational programs listed on the Vocational Administrative Management System (VAMS). Skill areas include math, physical demands/working environment, aptitudes, temperament and vocational. Sample occupational areas, CIP codes, and DOT codes have been included as well as the employability and study skills. The ACCESS SKILLS lists will also be included on VAMS. This inventory replaces the Entry Level Skills Inventory and will be available in the Fall of 1987.

- ACCESS SKILLS: Vocational Readiness for Agriculture
  ACCESS SKILLS: Vocational Readiness for Business and Office
  ACCESS SKILLS: Vocational Readiness for Marketing and Distributive Education
  ACCESS SKILLS: Vocational Readiness for Health Occupations
  ACCESS SKILLS: Vocational Readiness for Occupational Home Economics
  ACCESS SKILLS: Vocational Readiness for Trade and Technical
  These instructional modules are designed to teach the corresponding prevocational skills and may be purchased individually. These modules will be available in the Fall of 1988.

APPENDIX A

EXAMPLE NEWSPAPER/NEWSLETTER ANNOUNCEMENT

Each year, the _____ School District offers vocational education programs at _____ High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers and counselors.

The following is a list of programs being offered this year and their criteria for admission.

Program	Criteria for Admission
Business Occupations	Prerequisite - 1 year typing
Food Services	none
Recreation and Tourism	none
Auto Mechanics	none
Production Agriculture	none

All vocational education programs follow the district's policies of non-discrimination on the basis of race, color, national origin, sex, age or handicap in all activities and in employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs, contact:

Name
Vocational Education Director
Central Administration Office
_____ School District
Street Address
City, State Zip Code
Phone number

Inquiries concerning equal opportunity for the handicapped should be directed to:

Name
Central Administration Office
_____ School District
Street Address
City, State Zip Code
Phone number

ADAPTED FROM: Overview and proposal development guidelines, Carl D. Perkins Vocational Education Act, P.L. 98-524. (1985). (Bulletin No. 5305). Madison, WI: Wisconsin State Department of Public Instruction. (ERIC Document Reproduction Service No. ED 254 739)

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Greenan, J.P. (Ed.). (1986). Generalizable skills. The Journal for Vocational Special Needs Education, 9(1).

Implementing the Carl D. Perkins Act. (March, 1986). The Mainstream, 3, 3. Center for Vocational Personnel Preparation: Indiana University.

Overview and proposal development guidelines, Carl D. Perkins Vocational Education Act, P.L. 94-524. (1985). (Bulletin No. 5305). Madison, WI: Wisconsin State Department of Public Instruction. (ERIC Document Reproduction Service No. ED 254 739).

Sarkees, M.D. & Scott, J.L. (1985). Vocational special needs (2nd ed.). Alsip, IL: American Technical.

Vocational planner's guide for the Carl D. Perkins Vocational Education Act of 1984. Jefferson City, MO: Missouri Department of Elementary and Secondary Education, Division of Career and Adult Education.

Resources

Titles:	Study Skills (Module) Independent Living Skills: Functional Curriculum Materials (Module)
Author:	Missouri LINC
Available From:	Missouri LINC University of Missouri-Columbia 609 Maryland Columbia, MO 65211 (800) 392-0533 (in Missouri only) (314) 882-2733

Title:	Assessment: A Key to Appropriate Program Placement
Authors:	Missouri LINC: Sandra Maxam, Arden Boyer-Stephens, and Marvin Alff
Available From:	Instructional Materials Laboratory 10 Industrial Education Building University of Missouri-Columbia Columbia, MO 65211 (800) 392-7217 (in Missouri only) (314) 882-2883

Title:	Life Centered Career Education: A Competency Based Approach
Author:	Donn E. Brolin
Available From:	The Council for Exceptional Children 1920 Association Drive Reston, VA 22091

Title:	Life Centered Career Education: Activity Book II (Secondary Level)
Authors:	Lynn Miller, Lynda Glascoe, and Charles J. Kokaska
Available From:	The Council for Exceptional Children 1920 Association Drive Reston, VA 22091

Title:	Trainer's Guide to Life Centered Career Education
Authors:	Donn E. Brolin, Donald J. McKay, and Lynda L. West
Available From:	The Council for Exceptional Children 1920 Association Drive Reston, VA 22091

Title:	TEAM Work (Teaching Social Skills to the Handicapped)
Authors:	Robert A. Weisgerber and Patricia L. Blake
Available From:	American Institute for Research P.O. Box 1113 Palo Alto, CA 94302

Title:	Social Solutions: A Curriculum for Young Adults
Available From:	Professional Associated Resources 2917 Adeline Drive Burlingame, CA 94010

Title:	ACCESS SKILLS: Vocational Readiness Skills for (Vocational Program Area)
Authors:	Missouri LINC
Available From:	Instructional Materials Laboratory 10 Industrial Education Building University of Missouri-Columbia Columbia, MO 65211 (800) 392-7217 (in Missouri only) (314) 882-2883 Available Fall 1988

Title: ACCESS SKILLS: Vocational Readiness Skills Inventory for Special Needs Students

Authors: Missouri LINC: Sandra Maxam and Arden Boyer-Stephens

Available From:
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(800) 392-7217 (in Missouri only)
(314) 882-2883

Available Fall 1987

Title: ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide

Authors: Missouri LINC: Malcolm Flanagan and Jodi Johnson

Available From:
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211
(800) 392-7217 (in Missouri only)
(314) 882-2883

Available Fall 1987

Title: A Guidebook to a Better Way: Serving Special Needs, Nontraditional Students and the Perkins Vocational Education Act

Author: Rich Feller, Associate Professor
Counseling and Career Development

Available From:
A Better Way
School of Occupational and Educational Studies
Colorado State University
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